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ABSTRACT

This resource packet contains practical suggestions and resource materials to help secondary teachers teach about Libya's and Nigeria's roles in the energy crisis. Students become acquainted with the governments and cultures of the two countries, examine their social problems, and learn how the Libyan and Nigerian governments are using money from oil sales to help their people. The classroom materials selected for the packet provide a different point of view--that of the Libyans and Nigerians themselves. The authors want to make students aware that U.S. viewpoints are not always the only or the "right" ones. By using these materials, students will become more critical of their own opinions and more questioning of "facts" as reported in the news media. Students view 16mm films, read journal articles and books, participate in classroom discussions, write to oil companies, and do independent research. The packet includes (1) two select annotated bibliographies of classroom and teacher materials on Libya and Nigeria; (2) two lesson plans, "The Women of Libya" and "How Does a Government Use Its Resources to Bring Maximum Gain to Its Citizens?"; and (3) suggestions on how to use these resource materials and lesson plans in the classroom. (Author/RM)

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ENERGY CRISIS: LIBYA'S AND NIGERIA'S ROLE.
RESOURCE PACKET

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SCHOOL SERVICES DIVISION

SUGGESTIONS FOR STUDYING LIBYA AND NIGERIA

Once we decided to do a resource packet on the Energy Crisis using case studies for Libya and Nigeria, we had to grapple with the problem of what to present. For Libya, this was especially difficult since the American press had a decidedly anti-Libyan bias because of the oil embargo and the Middle East war. To portray Qaddafi, as one syndicated American journalist did, as "the megalomaniac master.. who makes Hitler seem scrupulous", seemed to us rather absurd. Name-calling and unsubstantiated vituperation do not help us to know and understand why a people or a leader do as they do. Yet such loaded statements can suggest direction. This one did.

We used it as our starting point. We asked ourselves the question: what do we think we know about these countries especially from the media image? For Libya we listed some of our own responses briefly: an anti-American rather unpredictable leader; a rich oil country; a formerly poor desert country; Islam; small, not well-educated population; generally underdeveloped. From these ideas we began our search to find out how accurate these perceptions were.

Besides marshalling resources close at hand in newspapers and listed in the Readers Guide, we began looking at items produced by agencies with a specific interest in the Middle East - oil companies, groups devoted to perpetuating Arab-American understanding, scholarly publications. What we found was what we suspected: Libyans and others perceive themselves and their country differently from the way in which we perceive them.

What we selected, then, are classroom materials which address themselves to what we thought we knew but that highlight a difference in perspective. We also tried to select materials which make the two countries come alive. Let's look here at the materials on Libya to see what this means.

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The film Libya Ahead* could be used to open the study of that country. Despite its faults, the movie visually presents the country's geography. One sees in it the problems facing agriculturalists when water is so scarce, the rising tide of urbanization and, of course, the extraction of oil. Even the end sequence on King Idris could be useful. Some students might want to look into the King's overthrow and to suggest reasons why he and his government were replaced by military men. (This might be especially interesting to follow through during the study of other countries since we rarely differentiate between the character of military regimes.)

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* See the Resource List attached for a full citation.

Having been "located" and introduced to the country's geography, the class might look at the nation's government. In our media, this has been almost synonymous with Colonel Qaddafi*. Thus we've included two articles on him. Interestingly, they put forth similar theses: that the leader and the government are not "irrational" as frequently described in the U.S. but strongly nationalistic and very much concerned with improving the quality of the citizens' lives. Students can read these asking how what Qaddafi says and does reflect Libyan concerns and how these might clash with our own interests in the country.

Since oil seems to be one of our main associations with Libya students might then write to the major companies operating there (we have attached a list of these) to elicit their perspective. Then they could pose for themselves the question our media seem reluctant to answer: What is Libya doing with its oil money? One "water-search" project is described in the reading on Kufra attached. Other directions are suggested in the article entitled "Libya's Rural Sector". They tend to belie the myth that Libyans are simply amassing wealth and have no idea how to use it. Closer to reality is that they are trying to exploit their own resources for their own future needs.

Or students might wish to learn more about Islam which Qaddafi and others have used as a basis for their development philosophies. The article on women in Libya is a useful starter here for it weaves this topic with another of current interest, the position of women. (See the lesson plan attached) Students reading this can discuss how even Islamic traditions are being modified as the government seeks to involve all of the people in the development process.

Students with an interest in history might examine the country's past. We have attached an article that points out the major foreign incursions into Libya. The selection, however, notes only these "facts" and not Libyan reactions. Your researchers could, using the resource list, attempt to shed light on this aspect.

For Nigeria, the same techniques could be used. Or students might try another approach. Until recently this most populous of African countries has been mainly agricultural. To get a "before-oil" picture, students could look at the Focus on Nigeria published in 1970. They could, with this background, form hypotheses on how the development of this valuable resource would affect various aspects of the people's lives and the economy. These they could test for the remainder of the study.

"An Economy Floating on Oil" dramatically points out how the Nigerian economy has boomed on oil. Over 1/2 of the government's revenue and some 80% of its foreign exchange earnings now come from the oil business. The question which arises is how to reinvest this money in the country so that the majority of the population can benefit. One possibility is suggested by this article. Nigeria might begin to refine petroleum products because the country is importing more and more of these at higher prices. This would cut costs on imports and add to local industry.

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* We are aware that his role has changed. Even so, students might enjoy learning about him. They could, at the end of their probe, try to hypothesize about why he might fall from power.

Another possibility is outlined in the two selections on agriculture. As in other developing countries the number of people flocking to cities is increasing. Too, in Nigeria agricultural productivity has been decreasing. To encourage people to stay on the land and boost food and cash crop production, the government must emphasize agriculture and food processing in its development plans. Since both articles recommend replacing much of the peasant farming with government-financed mechanized and plantation schemes students could also consider the social implications of this use of oil revenue: How receptive would small farmers be to such innovations? What changes might such different methods of farming bring to the majority of Nigerians who still live in small villages?

Some of the current roadblocks to modernizing agriculture are noted in "Oil boom brings a national headache". The article (a lesson plan is attached) also notes that the migration to the cities is not likely to be stemmed even if farming is made a more attractive profession. Students reading this can suggest how the oil money could be put to work in urban areas, too.

To learn more about contemporary Nigerian urban life, the class might enjoy studying Teen and Twenty, a magazine aimed at young Nigerians. The ads, columns, articles and stories reflect concerns that many young Americans share; the magazine can provide insight into the problems and aspirations of Nigerians growing up in the contemporary world.

Hopefully, studies conducted on the lines set out above can give students fuller and more realistic sketches of two of our major oil suppliers. They attempt to view the countries and people from a perspective that approximates their own rather than from "our" vantage point alone. By delving into what we think we know, we can become more critical of our own opinions and more questioning of "facts" as reported. Such exercises also make us more aware of another side, other viewpoints, when we hear news - such as a report of oil price hikes - that affects us. More importantly, they also allow us to begin developing the awareness that our views are not always the only or the "right" ones enabling us to improve our relationships with others because of this awareness.

For further information on the problems of development and global poverty, contact: Jayne C. Millar, Education Specialist, Overseas Development Council, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

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THE ENERGY CRISIS: Libya and Nigeria
Some Facts and Figures for Comparison

	NIGERIA	LIBYA	U.S.
Population Estimate Mid-1972 (millions)	58.0	2.0	209.2
Gross National Product ($ millions)	6,740	3,420	975,240
GNP per Capita ($)	120	1,510	4,760
Annual Births (per 1000)	50	46	17.3
Annual Deaths (per 1000)	25	16	9.3
Annual Rate of Population Growth (percent)	2.6	3.1	1.0
Life Expectancy at Birth (years)	40	54	71
Annual Infant Mortality Rate (per 100 live births)	--	--	1.9
Population in Cities over 100,000 (percent)	7	26	58
Literacy Rate (percent)	25	27	99
Average Per Capita Daily Protein Intake (grams)	59	64	97

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"THE WOMEN OF LIBYA"
- Lesson Plan -

In the west, the common picture of women in Islamic countries is that they are veiled, confined to their homes and possess few rights. The article attached can be used to modify this stereotype. It points out, too, areas in which Libyan women have more advantages than western women. Students studying this topic can gain insight not only into the lives and possibilities for change for Libyan women but also into aspects of women's lives in the United States, too.

Read the article.

1. The Libyan Revolutionary Government is committed to upholding the teachings of Islam. How is it using religious law to move women into a more active role in the country's development?

- Discouraging the seclusion of women which is not part of Islam but likely a carry-over of 13th century practices during invasions.
- Upholds women's property rights.
- Adopted the most liberal Qur'anic marriage laws forbidding forced and child marriages.

2. Why will women, even with Government encouragement, find it difficult to take an equal role with men in the country?

- Many men are likely still prejudiced. Even if highly educated, a woman's family is still part of a culture with set ideas about women's roles. Traditions die slowly.

3. How are the present rights of American and Libyan women different? In what ways are they alike?

- Property rights are different in marriage; Libyan women without jobs outside the home have the advantage of economic independence if they need it. Libya also has legislation already on the books similar to the Equal Rights Amendment which is only now being considered here. But both must face traditional attitudes about the role of women, etc.

4. Libya is short of well-educated, skilled personnel. How might this situation work to improve the position of women?

- If women are educated, they will be able to find jobs. When people get used to seeing them at work, the traditions will be challenged. Women earning their own money will become less dependent on their husbands while giving their family unit more income with which to operate. Also, if Libyan women see Egyptian women working, they may well question why they cannot do the same.

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Enrichment

Examine the Qur'an (the more usual English spelling is Koran) which is available in English and in paperback. How does it define women's position? There are also a number of recent articles on this topic which might be useful. The Reader's Guide will point them out.

One of the major principles on which the Government of Libya is basing development is Islamic law. In this article the author points out how the interpretation of the law is being used to change the status of women. Find out from the other articles attached here and other sources how the law is being interpreted to justify and induce other changes.

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"OIL BOOM BRINGS A NATIONAL HEADACHE"
or
"How does a government use its resources to bring maximum gain to its citizens?
- Lesson Plan -

The graph included with these materials demonstrates vividly how quickly Nigeria's income from oil is increasing. But the article attached here indicates that the average Nigerian has yet to reap the benefits from this wealth. The question it deals with is an important one.

Have the students read the article.

1. What are the specific problems the author notes that Nigeria faces?
   - Demand for services such as education and medical care is increasing; people flocking to cities, etc.
   - Lack of skilled manpower.

   The author suggests that this latter problem could be resolved by employing skilled foreigners. Why is the government reluctant to do this?
   - In the past, the foreigners who came were not as skilled as they should have been and often were working at the wrong jobs. Probably, national pride also enters in.

2. The author says that government expansion into public services increases the inefficiency of these. Do you agree or disagree?
   - Yes. People who own their own business or share in profits will work harder than civil servants who will receive their pay whether or not efficiency is maintained.
   - No. Government ownership allows services such as transportation to be coordinated and also allows for the supervision and standardization of such services.

3. What steps should the government take to solve the agricultural problems described in the article?
   - Adjust the duty on the import of agricultural spare parts and storage items so that these can be bought at more economical prices.
   - Change the pricing system so the farmer gets more for his products and the buying agent does not make such a huge profit at his expense.

Enrichment

The final paragraphs of this article suggest that no matter how attractive farming becomes, people will continue to drift to the cities. Examine your American history books. What forces in our past brought about urbanization? How is the draw of Nigerian cities the same? How is it different? Can and should the government try to curb this migration from the rural areas.

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RESOURCE LIST FOR TEACHING ABOUT LIBYA
(with suggestions for other North African materials)

I. Classroom Materials

Libya Ahead. 16 mm. color. 25 min. $5 rental. The Middle East Institute, 1761 N Street, N.W., Washington, D.C. 20036.

Though aspects of the film are dated (it was made before the Revolutionary Command Council came to power) its scenes depicting rural and urban problems remain valid. The current regime must also deal with finding sources of water so that agriculture can be improved while it solves the dilemmas related to growing urbanization. The footage showing the intricacies of oil exploration could be cut or examined in an in-depth study of the country's major resource.

Oasis in the Sahara. 16 mm. color. 16 min. $5 rental. The Middle East Institute.

Portrays traditional life on an oasis. Alone this film might simply reinforce our romantic ideas of such a way of life; however, it could be used in conjunction with the article attached on Kufra's search for water to generate a discussion of this resource's importance. Students could discuss how larger, dependable supplies of water will affect the way these people live.

Libyan Arab Republic. Background Notes. Department of State, 1972, 25¢. U.S. Government Printing Office, Washington, D.C. 20402.

Factual background on the people, history, government, politics, and economy with a brief paragraph on U.S. policy toward the country. It is generally fairly dry and unexciting as a teaching tool but does give ideas for topics that could be pursued in further study. (Background Notes are available for most countries of the world)

An Introduction to the Near East. Donald Magnetti and Mary Ann Sigler. 1973. $3.95. Our Sunday Visitor, Inc., Noll Plaza, Huntington, Indiana 46750.

Includes brief history of the area, profiles of selected countries (Libya, Egypt and Sudan represent North Africa), sections on the religions of the countries, student activities and annotated bibliographies keyed to the topics presented. In the country profiles, policies and programs illustrating the governments' concerns are described and interpreted.

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Current History. "The Middle East, 1974" February 1974. $1.00.

Articles dealing with the effects of the October 1973 war, Libya, Egypt, the oil crisis and other topics.

Book of Middle Eastern Foods. Claudia Roden. New York: Random House, Vintage, 1972. $3.95.

Why not whet your class's appetite for learning about Libya or any other North African country by whipping up a national dish in an electric fry pan in the classroom? This book, besides providing recipes, describes how the various dishes fit into the people's cultures. Some students might like to do research on recipes, manners or diet using this as a resource..

II. Teacher Materials

"Images of the Middle East". William J. Griswold. The Rocky Mountain Social Science Journal. Vol. 11, No. 1, January 1974.

Excellent critical article on how the Middle East is presented in our current textbooks. The author points out a whole range of errors and failings while highlighting subjects and themes deemed essential for an understanding of this area. A teacher can use this as a guide both for the study of North African countries and as an aid in text selection.

American Friends of the Middle East, Inc., 1717 Massachusetts Avenue, N.W., Washington, D.C., 20036.

This organization publishes a variety of free and inexpensive classroom aids for a teacher interested in North Africa- books, articles, pamphlets, film listings, discussion guides.

Catholic Near East Welfare Organization, 330 Madison Avenue, New York, N.Y. 10017

Develops some materials specifically for schools; currently offers a bibliography for students and teachers and a listing of inexpensive teaching aids.

Arab Information Center, The League of Arab States, 747 Third Avenue, New York, N.Y. 10017.

Supplies free materials on various North African countries.

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RESOURCES FOR TEACHING ABOUT NIGERIA

I. Classroom Materials

"Nigerian Economic Survey"* in African Development. Vol. 8, No. 3. March 1974. $15 annual subscription but single copies available from African Buyer and Trader Publications, Ltd., Wheatsheaf House, Carmelite Street, London, ED 4YOAX, England.

Pictures, factual data, maps and articles dealing with the present state of Nigeria's economic development. Issues such as the use of oil revenues for improving agriculture, Nigerianization of businesses, and the booming oil industry's effects on the country are explored.

"Nigeria Economic Survey"* in African Development. March 1973. Publisher and price above.

Similar materials to those in this year's issue but also has articles on breweries, tourism and mining. With both these surveys students might do a comparative study of economic directions and growth in Nigeria itself besides comparing it with other countries.

"Urbanization in West Africa" in Tradition and Change in Four Societies. Richard B. Ford. New York: Holt, Rinehart and Winston, 1973.

The unit draws heavily on Nigerian sources and describes people and their lives in the towns. It begins, too, with a series of analytical questions on urbanization around which the students can structure this and other city studies.

Nigeria. Department of State. Background Notes. May, 1973. 25¢. U.S. Government Printing Office, Washington, D.C. 20402.

Factual survey which includes a listing of Nigerian officials, members of the U.S. Embassy and a bibliography.

Focus "Nigeria". Vol. XXI, No. 4, December, 1970. American Geographical Society, Broadway at 156th Street, New York, N.Y. 10032. 85¢ a copy but bulk rates available.

Includes an historical sketch, description of people, survey of the agricultural and industrial developments, material on the civil war and a bibliography. Though dated, this will give students ample background for understanding why large scale oil exploitation is so important.

*We have attached selections from these. ... .../2

Teen and Twenty, Box 14, Ikija, Lagos, Nigeria, or 10 copies of one issue for $1 available from SSD/A-AI.

Lively, informative, entertaining Nigerian teenage magazine. This could be the "personalized" way to get your students involved in studying Nigeria.

Novels, Plays and Poetry by Chinua Achebe, Wole Soyinka, John Pepper Clark, Flora Nwapa, Nkem Nwankwo, R.N. Umeasiegbu, John Munonye, Elechi Amadi and others, are readily available in the African Writers Series from Humanities Press, 450 Park Avenue South, New York, N.Y. 10003.

Since these are in paperback and under $2 each in price, you could order a number for your library and allow students to sample the wide range of writing coming from Nigeria. Humanities Press will send you a listing on request.

II. Teacher Materials

Nigerian Mission to the United Nations. 757 Third Avenue, New York, N.Y. 10017

Frequently the United Nations Missions have written and visual materials that they will supply to schools, free. Our statement is a cautious one since the quality and quantity vary and the service often depends on whether the mission has a resident educational officer. Ask speciaically about films and visuals.

African-American Chamber of Commerce, Inc. 99 Church Street, New York, N.Y. 10007.

The organization publishes a paper called The News, which highlights American business activity in Africa. Current issues naturally probe into the oil industry on the continent. You could write for current or back copies for use in classes studying common American and African economic concerns.

* * *

	Population	Growth Rate 1965-1970	Population Density	Area
Northern Africa	42,616,000	3.3%	7/km²	5,731,000
Western Africa	101,508,000	2.3%	16/km²	6,415,431
Central Africa	58,728,000	2.4%	6/km²	8,662,00[illegible]
Eastern Africa	82,742,000	2.2%	19/km²	4,295,649
Southern Africa	58,882,000	2.8%	10/km²	5,322,214
Africa Total	344,000,000	2.6%	11/km²	30,435,000
World Total	3,362,000,000	2.0%	27/km²	135,781,000